

**KS1 Music (Subject Content) - 2 Year rolling Programme**

*Personal success for every pupil in a happy, stimulating and caring environment.*

Music at Hackforth and Hornby aims to engage and inspire pupils to develop a love of music. Music increases pupils' self-confidence, creativity and sense of achievement. Pupils are encouraged to develop a critical engagement with music, allowing them to compose and listen discriminately to a range of music.

School works with the NYCC Peripatetic Music Service to facilitate individual/small group lessons across a range of instruments.

There is a charge to parents/carers for this service.

*Medium term planning differentiates across year groups.*

<b>Year</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>A</b>  <b>2016/17</b> <b>2018/19</b>	<p><b>Voice and Body</b> <b>Movement through Music</b> <i>Traditional songs from the UK</i> <i>STOMP</i> <i>Graphic Notation - Cage</i> <i>Irish/Medieval Music</i></p> <p><b>Perform</b> Follow instructions on how and when to sing. Learn to sing traditional songs, pronouncing words clearly. Perform actions in time with a steady beat.</p> <p><b>Compose</b> Choose and sequence sounds to create a pattern.</p> <p><b>Transcribe</b> Use symbols to represent composition</p>	<p><b>Percussion</b> <b>Sound Effects</b> <i>Bird Song</i> <i>Four Seasons - Vivaldi</i> <i>Peter and the Wolf - Prokofiev</i> <i>Carnival of the Animals - Saint-Saens</i> <i>Music from another country</i></p> <p><b>Perform</b> Follow instructions on how and when to play. Make and control long and short sounds using instruments. Imitate changes in pitch.</p> <p><b>Compose</b> Choose and sequence sounds to create an effect. Create short, musical, and rhythmic patterns.</p> <p><b>Transcribe</b> Use symbols to represent composition</p>	<p><b>Tuned Instruments and Voice</b> <b>Song-writing and accompaniment</b></p> <p><b>Perform</b> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Show increasing control of voice.</p> <p><b>Compose</b> Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect.</p> <p><b>Transcribe</b> Recognise the symbols for minim,</p>

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	<p>and use them to help with a performance.</p> <p><b>Describe</b> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p>	<p>and use them to help with a performance.</p> <p><b>Describe.</b> Recognise changes in timbre, dynamics and pitch. Use the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p>	<p>crotchet and semibreve, and say how many beats they represent.</p> <p><b>Describe</b> Recognise changes in timbre, dynamics and pitch. Use the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p>
<p><b>B</b></p> <p><b>2017/18</b></p> <p><b>2019/20</b></p>	<p><b>Voice and Body</b> <b>Body Percussion</b> <i>Traditional Songs from the 7 continents</i> <i>Carnival of the Animals - Saen-Sans</i> <i>Clapping Music - Steve Reich</i> <i>Graphic Notation - Berberian</i></p> <p><b>Perform</b> Learn to sing traditional songs, pronouncing words clearly. Follow basic musical instruction on how and when to sing. Perform actions in time with a steady beat.</p> <p><b>Compose</b> Create and clap short, rhythmic</p>	<p><b>Percussion</b> <b>Drumming</b> <i>African Drumming</i></p> <p><b>Perform</b> Follow instructions on how and when to play. Make and control long and short sounds using instruments Imitate changes in pitch</p> <p><b>Compose</b> Choose and sequence sounds to create an effect. Create short, musical, and rhythmic patterns.</p> <p><b>Transcribe</b></p>	<p><b>Tuned Instruments and Voice Ensemble and Recorder</b> <i>The Planets - Holst</i> <i>Canon in D - Pachelbel</i> <i>Ode to Joy - Beethoven</i></p> <p><b>Perform</b> Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.</p> <p><b>Compose</b> Compose and perform melodic songs Use sound to create abstract effects Create repeated patterns with a range of instruments. Choose, order, combine and control</p>

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	<p>patterns. Choose and sequence sounds to create an effect.</p> <p><b>Transcribe</b> Use symbols to represent composition and use them to help with a performance</p> <p><b>Describe</b> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p>	<p>Use symbols to represent composition and use them to help with a performance</p> <p><b>Describe</b> Recognise changes in timbre, dynamics and pitch Use the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p>	<p>sounds to create an effect.</p> <p><b>Transcribe</b> Recognise the symbols for minim, crotchet and semibreve, and say how many beats they represent.</p> <p><b>Describe</b> Recognise changes in timbre, dynamics and pitch Use the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes</p>
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